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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The seven titles deal with the following topics: (1) the effects of human teacher intervention on skills and presentation time while using programed learning; (2) the effects of advance organizers of varying length on seventh grade students' comprehension and retention; (3) the effects of reading aloud to young adolescents on their vocabulary, reading comprehension, and attitudes toward reading; (4) high school content area teachers' judgments of soundness and frequency of use for 10 vocabulary development practices; (5) reading as a learning activity in ninth grade social studies, science, and English classes; (6) the effects of four models of prose instruction on concept learning; and (7) reading skills in secondary school social studies classes. (FL)

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Reading and Study Skills and Instruction:

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This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Boraczek, Michael Louis
THE EFFECTS OF HUMAN TEACHER INTERVENTION ON SKILLS AND PRESENTATION TIME WHILE USING PROGRAMMED LEARNING

Borine, Roberta Carol
THE EFFECTS OF ADVANCE ORGANIZERS OF VARYING LENGTH ON THE COMPREHENSION AND RETENTION OF SEVENTH GRADE STUDENTS

Bryant, Carl Franklin
THE EFFECTS OF READING ALOUD TO YOUNG ADOLESCENTS ON VOCABULARY, READING COMPREHENSION, AND ATTITUDES TOWARD READING

Darnell, Robert Sheldon
A STUDY OF HIGH SCHOOL CONTENT AREA TEACHER JUDGMENTS OF SOUNDNESS AND FREQUENCY OF USE FOR TEN VOCABULARY DEVELOPMENT PRACTICES

Morrison, Beverly Sargent
AN INVESTIGATION OF READING AS A LEARNING ACTIVITY IN GRADE 9 SOCIAL STUDIES, SCIENCE AND ENGLISH CLASSES

Stein, Faith Susan
BEYOND PROSE AND ADJUNCT QUESTIONS: A COMPARISON WITH A DESIGNED APPROACH TO INSTRUCTION

Tonia, Cynthia F.
READING SKILLS IN THE SECONDARY SOCIAL STUDIES: A CURRICULUM UNIT FOR SENIOR HIGH SCHOOL STUDENTS

THE EFFECTS OF HUMAN TEACHER INTERVENTION ON SKILLS AND PRESENTATION TIME WHILE USING PROGRAMMED LEARNING

Order No. DA8309593

BORACZEK, MICHAEL LOUIS, ED.D. *Hofstra University*, 1982. 103pp.

This study was conducted in order to determine the effects of human teacher and/or machine teacher presentation of materials on acquisition, retention and application skills and on time spent in presenting that material.

Research in the area of programmed learning and computer-based instruction was used as the basis for the rationale of the study. Similarities and differences of various types of programmed learning were investigated. The effectiveness of programmed learning was examined. The area of computer-based instruction was also investigated. While the research supported the use of programmed learning, little effort was noted in controlling for the effects of the human teacher in this process. In order to identify these effects, the following experiment was conducted.

The seventy-five subjects included in the investigation were selected from a population of 150 seventh and eighth grade middle school students, ranging in age for twelve to fifteen years old and reading two years or more below grade level. The subjects were assigned to one of three experimental groups and were presented material by one of the presentation modes (teacher only, machine/teacher, machine only). Each group was instructed with the same linear curriculum. Pre-, post- and retention achievement and time spent in presentation were recorded.

Statistical analysis for this experiment included analysis of covariance to determine the differences among scores measuring acquisition, retention and application of knowledge. Tukey's test of all pairwise comparisons among means of time was also conducted.

An examination of the statistical data revealed the following information: (1) There were no differences in test scores measuring acquisition of knowledge due to modes of presentation. (2) There were no differences in test scores measuring application of knowledge due to modes of presentation. (3) There were no differences in test scores measuring retention of knowledge due to modes of presentation. (4) There were differences, favoring the machine only group over the machine/teacher and the teacher only groups, in time required to present the material due to modes of presentation.

It was concluded that no single method of presentation was superior in assuring development of skills. However, the amount of time required to present material supported the use of programmed material within the regular school curriculum.

THE EFFECTS OF ADVANCE ORGANIZERS OF VARYING LENGTH ON THE COMPREHENSION AND RETENTION OF SEVENTH GRADE STUDENTS

Order No. DA8216228

BORINE, ROBERTA CAROL, PH.D. *The University of Wisconsin - Madison*, 1982. 248pp. Supervisor: Professor Dale D. Johnson

The purpose of the present study was to investigate three instructional methods based on Ausubel's concept of meaningful learning. Specifically, the effectiveness of 200 word advance organizers, 20 word advance organizers, and no advance organizers were investigated using expository passages.

Subjects for the study were one hundred twenty-one seventh graders. Based upon their scores on the reading comprehension subtest of the Stanford Achievement Test the subjects were identified as at-level readers if they scored in the 34th to 66th percentile range, and above level readers if they scored in the 66th to 88th percentile range. The dependent variables were the subjects' scores on the comprehension and delayed retention tests.

Subjects were randomly assigned to one of three treatment conditions: 200 word advance organizer, 20 word advance organizer, or no advance organizer. Depending upon treatment, the subjects read an organizer or no organizer followed by a 1500 word expository passage. The subjects were administered a comprehension test consisting of twenty items. The test was administered on the same day.

Twelve research hypotheses were generated to guide the examination of this study. The first three hypotheses referred to at-level readers on immediate comprehension. The second three hypotheses referred to above-level readers on immediate comprehension. The next three hypotheses referred to at-level readers on delayed retention. The last three hypotheses referred to above-level readers on delayed retention.

The findings of the study were reported in four categories: at-level readers on immediate comprehension, above-level readers on immediate comprehension, at-level readers on delayed retention. In response to the following four categories, it was found that on immediate comprehension the 20 word advance organizer at-level readers were superior to the 200 word and no advance organizer readers. For above-level readers, there were no facilitative effects among the 200 word organizer, the 20 word organizer, and the no advance organizer readers. Results indicate that the 20 word advance organizer at-level readers were superior to the 200 word and no advance organizer on delayed retention. For above-level readers on delayed retention, there were no facilitative effects among the 200 word, 20 word, and no advance organizer readers.

THE EFFECTS OF READING ALOUD TO YOUNG ADOLESCENTS ON VOCABULARY, READING COMPREHENSION, AND ATTITUDES TOWARD READING

Order No. DA8228784

BRYANT, CARL FRANKLIN, ED.D. *University of Cincinnati*, 1982. 71pp.

The major purpose of the study was to explore the effects of reading aloud to young adolescents in their vocabulary, reading comprehension and attitudes toward reading. Such a study helps to validate reading aloud as an alternate instructional practice that may be included in the teacher's repertoire.

The subjects of the study were 280 seventh graders of fifteen classes of a surburban school district. The in-tact classes were chosen from the English department and in which the teacher taught two or more classes.

The experimental group consisted of six classrooms to whom the teacher read daily for ten to fifteen minutes for one semester from a list of selected books. The control group had no such program. Vocabulary and reading comprehension scores were obtained from the *Iowa Silent Reading Tests*. Attitude measures were obtained from the *Estes Scale to Measure Attitude Toward Reading*. Pre- and post-test scores were analyzed using a multivariate analysis of variance for vocabulary and reading comprehension. Scores for attitude were analyzed using a univariate analysis of covariance.

Major findings and conclusions of this study included: (1) A program of reading aloud to young adolescents does not make a statistically significant difference on vocabulary, reading comprehension, and attitude toward reading. (2) A program of reading aloud is more beneficial for lower level ability students.

A STUDY OF HIGH SCHOOL CONTENT AREA TEACHER JUDGMENTS OF SOUNDNESS AND FREQUENCY OF USE FOR TEN VOCABULARY DEVELOPMENT PRACTICES

Order No. DA8302846

DARNELL, ROBERT SHELDON, ED.D. *University of Illinois at Urbana-Champaign*, 1982. 182pp.

Primary purposes of this study were (1) to identify vocabulary practices which content area teachers report are most sound for instructional use; (2) to identify vocabulary practices high school content area teachers report they use most frequently for vocabulary development; (3) to determine how length of teaching experience, content area, ability level taught, and participation in coursework emphasizing reading methods relate to teacher judgments in respect to (a) soundness and (b) frequency of use of ten vocabulary practices.

To secure teacher responses in respect to the purposes above, a survey questionnaire including ten commonly recommended vocabulary development practices was designed and sent to 365 English, math, science, and social studies teachers in a north-

suburban Illinois high school district in May 1982.

Analysis of variance and analysis of covariance were used to compare response patterns and questionnaire data. (1) Teachers judged all vocabulary practices sound, but teachers reported the least confidence in the definition with original sentence practice and the dictionary or glossary vocabulary practice. (2) They also reported differences in the extent to which they used various vocabulary practices. The direct and vicarious experience practice and the use of context were reportedly used most often, whereas the wide reading, reinforcement and drill, and definition with original sentence vocabulary practices were reportedly used least often. (3) Although teacher judgments of soundness and the number of reading courses the teachers had completed were not related, teacher judgments of soundness were related to years of teaching experience content area taught, and ability level, for various vocabulary practices. Whereas reports of frequency of use were related to years of teaching experience in respect to only the multiple meanings practice, reports of frequency of use were related to the number of reading courses completed by teachers, content area taught, and ability level, for almost all of the vocabulary practices.

As a result of the findings, the investigator recommended more pre-service and in-service education in teaching reading. He also recommended making professional literature and student instructional materials available in the schools. Based on the findings from the present investigation, he also recommended further research to ascertain actual practice in the classroom.

AN INVESTIGATION OF READING AS A LEARNING ACTIVITY IN GRADE 9 SOCIAL STUDIES, SCIENCE AND ENGLISH CLASSES

Order No. DA8216255

MORRISON, BEVERLY SARGENT, PH.D. *The University of Wisconsin - Madison*, 1982. 245pp. Supervisor: Professor Wayne Otto

The purpose of this study was to investigate the extent to which ninth-grade students read to learn in six social studies, science and English classes. Four foci were identified to facilitate the observation of reading as an assigned learning activity: out-of-class reading, in-class reading, in-class spoken questions related to assigned reading, and in-class written questions (i.e., tests) related to assigned reading. In order to collect accurate data and yet not disturb normal classroom routine, four procedures were followed: (1) Daily classroom activities were observed in the six classrooms over a five week period. Class proceedings were recorded on audio-tape and notes were taken to detail activities that could not be captured on tape. (2) Response forms were completed by teachers and students whenever an assignment was given to be completed outside of class. (3) Teachers were interviewed. (4) Written materials were examined. All data collected were analyzed and summarized for each of the foci.

Reading was observed to be a learning activity that was utilized to some extent in all six of the classrooms. Similar demands were observed in all three content areas with regard to (1) the teachers' purposes for assigning out-of-class reading, (2) the percentage of spoken questions that required simply the recall of information and (3) the percentage of written questions that reflected what was discussed in class. Different demands were observed across the content areas with regard to (1) the amount of time allotted for reading, (2) the way in which that reading time was used, and (3) the percentage of spoken questions that were reading dependent. Across the content areas the teachers transmitted to the students both the explicit and implicit messages about the importance of reading, and the students' compliance with reading assignments to be completed outside of class appeared to be dependent upon the consistency of the explicit and implicit messages of the teacher. The observed reading experiences of the ninth-grade students are summarized in ten generalizations that relate to the reading assigned, the reading skills the students applied, and the type of questions to which the students responded.

BEYOND PROSE AND ADJUNCT QUESTIONS: A COMPARISON WITH A DESIGNED APPROACH TO INSTRUCTION

Order No. DA8229019

STEIN, FAITH SUSAN, PH.D. *Syracuse University*, 1982. 234pp.

The present study investigated the effects of four models of prose instruction on concept learning. Four concepts, two relatively difficult and two relatively easy, were taught in a counterbalanced design to 114 eighth-grade students in a single school located in a middle-class community. The four prose models were simple expository prose, expository prose augmented by adjunct questions, simple designed prose organized in accordance with the primary principles of Component Display Theory, and enriched designed prose for which secondary strategy components prescribed by the theory were added. Each student learned all four concepts by a single instructional model. An additional 35 students served as controls.

Data were obtained for three types of measures. The achievement test assessed students' ability to *recognize* previously (instructionally) presented instances of the four concepts and to *generalize* the concepts to new instances. *Efficiency* measures consisting of ratios of achievement to time spent learning were constructed separately for generalization and recognition scores for each set of concepts. Five-point Likert items measured the appeal of the prose models to students.

The data were analyzed using a split-plot factorial design with one between-subjects factor (type of prose model) and one with-in subjects factor (level of difficulty of the concepts). The first analyses explored the effect of the type of prose on both recognition and generalization performances. Results indicated that designed prose models induced higher performance than expository prose models on both recognition and generalization.

The second analysis explored the possible interaction between type of prose and level of difficulty of the concepts. For recognition scores a significant interaction revealed that the effect of designed prose was greater when the concepts were difficult to learn. No such significant interaction was obtained for generalization scores.

The next analyses investigated the relative efficiency of the four prose models in facilitating successful recognition and generalization performances. Results indicated that, for both, lean models were more efficient than rich models. The last analysis investigated the appeal of the four models for students. No significant differences were obtained.

The results indicated that prose instruction designed in accordance with the principles of Component Display Theory induced higher achievement than did expository prose instructional models. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

READING SKILLS IN THE SECONDARY SOCIAL STUDIES: A CURRICULUM UNIT FOR SENIOR HIGH SCHOOL STUDENTS

Order No. DA8305217

TONIA, CYNTHIA F., D.A. *Carnegie-Mellon University*, 1982. 256pp.

This curriculum dissertation consists of the design and field test of a reading comprehension program designed to improve student reading comprehension, while simultaneously increasing their knowledge of content in American history. This program utilizes a popular secondary school American history textbook entitled, ***History of a Free People***, by Henry W. Bragdon, Samuel P. Mc Cutchen and Charles W. Cole. The program contains pre and post tests, content-skills tests, chapter and optional reading guides and an instructional guide for teachers.

The dissertation consists of four major components. Part One includes the rationale which explains the principles upon which this program is structured. The historical essay comprises the second component of the dissertation. The essay traces and analyzes reading research and its effects on comprehension in secondary schools from 1910 to 1960. In the essay particular emphasis is placed upon the (1) goals of reading instruction, (2) types of instructional methods, and (3) societal and educational forces that influenced the adoption of specific reading approaches used in the past. Part Three includes the program materials for students and teachers. Student materials promote the development of skills used for effective reading comprehension in the social studies. The teacher materials offer suggestions on how each particular reading guide can be used in the classroom. The final section reports on the evaluation of the curriculum materials. Two public high schools, one in Ohio and the other in Connecticut, cooperated in the field testing of the curriculum materials.

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